



Race to the Top - District

Technical Review Form

Application #0870CT-1 for Bridgeport Public Schools

A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	10
<p>(A)(1) Reviewer Comments:</p> <p>A (1) The introduction to the application provides a very well written and comprehensive description of the district's context, history, and current school reform initiatives. Bridgeport is one of the lowest achieving and highest need school systems in the nation. However, with new visionary leadership beginning in the Fall of 2011 numerous promising practices and initiatives are beginning to percolate. The Bridgeport School District presents an inspiring and compelling vision narrative that builds on the four core educational assurance areas and the absolute priority. The application calls for extending and taking to scale many exciting ideas that are just emerging or have been recently implemented:</p> <ul style="list-style-type: none"> Identifying student strengths and interests and then backward mapping from what students will need to be college and career ready. Scientifically based research practices linked to a clear logic model or theory of change. Acceleration of student learning by extending school day and summer hours. Personalization of learning using scientifically based assessment practices linked to the CCSs that will tier students groups to provide appropriate and intensified teaching and assessment practices as needed. Sound assessment practices leading to the differentiation and personalization of student learning experiences PreK-12 The improvement of its technology infrastructure to provide greater access and rapid time data to students, families, and teachers. Partnership with three regional universities and Teach for America to increase the number of highly effective and effective teachers. Peer observation and agreed upon student growth and achievement data as part of the teacher evaluation system. The Cradle to Classroom Program to engage families of children ages birth to three to improve parenting practices and ensure that students will be ready for kindergarten. 		
(A)(2) Applicant's approach to implementation (10 points)	10	10
<p>(A)(2) Reviewer Comments:</p> <p>The school district's approach to implementation is consistent with the requirements of the application:</p> <ul style="list-style-type: none"> Participating schools, students, educators and percentages of students from low-income families are clearly presented in the accompanying tables. Nearly 99% of Bridgeport public school children are from low income families. All students and all schools will participate in this grant. All schools are listed in the application's appendix. The approach to implementation is guided by the core educational assurance areas and the absolute priority. 		

(A)(3) LEA-wide reform & change (10 points)	10	10
<p>(A)(3) Reviewer Comments:</p> <p>The district has developed an outstanding high quality plan for initiating and implementing its reform initiatives.</p> <ul style="list-style-type: none"> • Its theory of action or logic model is guided by six core principles and five reform strategies. • Goals, activities, timelines, performance measures, and annual target are clearly identified and very well developed and presented in the application's appendix. • The plan narrative is inspiring to read. • Bridgeport's plan is an LEA –wide plan for reform and change. This RttT application proposes to extend and take its current plan to full implementation and scale throughout the district. 		
(A)(4) LEA-wide goals for improved student outcomes (10 points)	10	10
<p>(A)(4) Reviewer Comments:</p> <p>The application fully addresses required goals for improved student learning in the areas of reading and math proficiency and growth, decreasing achievement gaps, and increasing graduation rates. It also sets important goals for the development of student social and behavioral skills and increasing family support efforts.</p> <ul style="list-style-type: none"> • Goals in these areas appear to be reasonable, ambitious, and achievable. • The State Department of Education requires achievable annual measurable objectives (AMOs) in annual increments toward a goal of reducing by half the percentages of students in the "all students" group and in each sub group who are not proficient with six years using proficiency rates based on assessments administered in the 2010-2011 school year as the starting point. Bridgeport's performance measures are compliant with these academic growth requirements as presented in Appendix A 4 a, b. • The State's objective is to achieve, within four years, a 94% high school graduation rate. Bridgeport is compliant with the State's high school graduation rate objective as presented in Appendix A 4 c. d. • College enrollment rate goals are set through 2016-17. They are based on State expectations and are ambitious and reasonable. 		

B. Prior Record of Success and Conditions for Reform (45 total points)

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	13
<p>(B)(1) Reviewer Comments:</p> <p>The application's narrative discussion is inspirational and compelling to read. Bridgeport is transparent and honest about its challenges and strengths. For example, in spite of a 99% low income rate, Bridgeport demonstrates modest, but steady progress in student achievement and growth over the past four years. Moreover, since its impressive change to visionary leadership in 2011, the district has made incredible progress improving its infrastructure, reorganizing central office, streamlining and decentralizing its financial operations, dramatically improving school assessment, curricular and instruction practices, and engaging with its community and families. A supportive and rich foundation is now in place and greater student progress is sure to follow.</p>		
(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	5
<p>(B)(2) Reviewer Comments:</p>		

This section is well written and detailed. In 2011, the district launched a school-based budgeting model to increase transparency and equity in budgeting allocations. Principals are now able to modify their discretionary allocation on line and process their own ordering needs. Furthermore, school governing councils have greater responsibility for fiscal decisions and greater accountability for results. Reductions in the size of central office have led to the reallocations of resources to better support academic priorities. Finally, detailed information on salaries and costs is posted on the district's web site and is accessible to anyone. The district is commended for its transparency and concerns about the open and equitable use of its resources.

(B)(3) State context for implementation (10 points)

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(B)(3) Reviewer Comments:

The state context for school reform appears to be quite supportive. Bridgeport's school reform initiatives build on existing state policy and structures. State and district reform initiatives are in sync and compatible. Connecticut's Commissioner of Education is highly supportive of the district's reform agenda. Evidence is found in several sources:

- Connecticut's Education Reform Legislation - Public Act 12-116
- The state adoption of the CCSs
- The Commissioners Network, authorizing interventions in low performing schools
- Connecticut's Performance Evaluation Advisory Council offering a framework for teacher and principal evaluation
- An extremely supportive and detailed letter from the Commissioner of Education.

(B)(4) Stakeholder engagement and support (10 points)

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(B)(4) Reviewer Comments:

The application narrative indicates that Stakeholder engagement and support appears to be widespread and strong.

- Teachers, principals, and learning specialists were instrumental in the development of this RtT application.
- Focus groups were held with parents. Additional meetings were held with high school students. Great insights and were provided from both parents and students. A third party facilitated these meetings to ensure openness and trust and to guard against bias.
- The extent or scope of stakeholder involvement, however, is not described.
- Only two letters of support are found in application, one from the mayor and the other from the commissioner of education. There are no letters from the teachers' association or community organizations.

(B)(5) Analysis of needs and gaps (5 points)

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(B)(5) Reviewer Comments:

The application identifies needs and gaps cited in a 2008 report on the school district's challenges. Bridgeport's teaching approaches were not consistent, personalized, or reflective of the needs of each child. Teachers did not have the support and training to effectively educate their students. The district's current plan addresses student, teacher, and principal development by consistently assessing their needs and strengths and then creating personalized and differentiated learning opportunities and plans for improvement. Gap analysis is nicely built into the district's student assessment and teacher and principal evaluation systems.

C. Preparing Students for College and Careers (40 total points)

	Available	Score
(C)(1) Learning (20 points)	20	20
<p>(C)(1) Reviewer Comments:</p> <p>The district has a high quality plan that is clearly linked to college and career ready standards across its pre K – 12 curriculum. Rationales for proposed activities are described in the application narrative. Project status dates for implementation are listed. Finally, project impact or outcomes are described in the application narrative and in performance measure tables found in the appendix. Highlights include:</p> <ul style="list-style-type: none"> • An alignment to the Common Core Standards. • Scientifically based assessment practices that lead to differentiation and personalization of learning for students as well as their teachers and principals. • Students are regularly assessed and if needed three tiered levels of intervention are available. Individualized learning plans are built on student strengths and interests. Instruction is differentiated to meet student needs. • An 8th grade summer bridge to high school program. • Extended time for mastery of the core curriculum by students K -12. • Vocational education programs at the high school level in agriscience, biotechnology, aquaculture, global studies, military & first responders, etc. • Dual enrollment opportunities for students with local colleges and universities. • Apprenticeships and work study opportunities. • A credit recovery program. • A dropout prevention and intervention program. • A revamped technology plan. • Online courses. • Parent resource centers and the outstanding Cradle to Classroom Program for children and families from birth to kindergarten, • A comprehensive literacy plan. • Singapore Math. <p>The above mentioned practices and programs are clear indicators that the district strongly meets this selection criterion. Bridgeport is well on its way to promoting powerful learning opportunities for all students, staff, and families..</p>		
(C)(2) Teaching and Leading (20 points)	20	20
<p>(C)(2) Reviewer Comments:</p> <p>The district has a well developed high quality plan for personalizing student learning experiences. Professional development is job embedded and values the professionalism and expertise of teachers, support staff and administrators. Outstanding professional development opportunities ensure the growth of highly effective teachers. Indicators of best practice in Bridgeport schools include:</p> <ul style="list-style-type: none"> • Peer observers and math and literacy coaches provide professional development in district schools. • All teachers participate in professional learning communities led by peer observers for 90 minutes weekly during the normal school day. • K-6 teachers have one double planning period each week focused on assessment of student performance data and developing strategies to personalize and differentiate instruction. • The teacher evaluation system supports collaboration and sharing. • Students and parents participate in setting individual goals and are provided with ongoing feedback. • Through partnerships with higher education and Teach for America the district has upgraded its 		

teacher selection process and the ability of the district to hire highly effective teachers.

- New teachers submit portfolios documenting their work for evaluation purposes.
- Each school has an instructional leadership team consisting of the principal, peer observers, math & literacy coaches and depending of the size of the school assistant principals.

The above indicators clearly demonstrate that Bridgeport has outstanding capacity building practices and programs, which promote the professional development and continuous improvement of its teachers. The district meets this selection criterion in an exemplary fashion..

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	15
(D)(1) Reviewer Comments: District policies, practices, and rules strongly support the development of a personalized learning environment. <ul style="list-style-type: none"> • The central office is to be commended for its reorganization and downsizing with cost savings going to promote school based programs. Central office has nicely shifted from a compliance to a service orientation. There are now two primary central office teams, academics and financial. • Reading and math coaches are placed at every district school K-8 indicating high level support for teachers in their classrooms. • Peer observers are now placed at all district schools to coach, model, and support effective teaching. • Staffing for credit recovery and work study programs leading to mastery learning opportunities is provided at all district high schools. • Computer housed Scientific Research Based Interventions (SRBI) are systematically and consistently used by students, teachers, and administrator to assess their own needs and strengths and to develop personalized and mastery based learning plans. • Each school has a leadership team and a governance council, which lead to greater school accountability and responsibility. • Individualized learning strategies and options are now systematically and consistently provided for ELL and ESL students. 		
(D)(2) LEA and school infrastructure (10 points)	10	10
(D)(2) Reviewer Comments: One of the primary purposes of this high-quality plan is the development of district and school technology infrastructure to support its instructional improvement platform. <ul style="list-style-type: none"> • The SRBI process for students, teachers, and administrators very clearly leads to the personalization of learning. • Menus are quite comprehensive and include benchmark data, a parent portal, on line courses, professional development, and assessment information. • Computers are 8 - 12 years old. Consequently, moving to college and career ready standards and 21st century learning processes demands that students and teachers (7-12) have access to the latest laptops, state of the art desk top computers, and smart boards in every classroom. • All core curriculum content for all classes in all grades will be available on line, in school, at home, or in the cities' six libraries. 		

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	7
<p>(E)(1) Reviewer Comments:</p> <p>According to the application proposal, the district will measure progress against the performance measures identified in this application. In the future, the new instructional improvement platform will generate lots of new data and reports on demand. Moreover, the district will work with a national evaluator to determine the effectiveness of the RttT grant. However:</p> <ul style="list-style-type: none"> No systematic or in depth high quality plan is presented to ensure the continuous improvement of the proposal. There is no discussion of the performance measures and how they will actually provide timely formative and summative feedback about the effects of the proposal. 		
(E)(2) Ongoing communication and engagement (5 points)	5	3
<p>(E)(2) Reviewer Comments:</p> <p>According to the application narrative, the superintendent reports to the board monthly on the status and progress of its school reform initiatives. This report is published on the district's web site. The district will also work with a national evaluator in the future to determine the effects of its school reform agenda. However:</p> <ul style="list-style-type: none"> The district needs to develop a clear assessment strategy to specifically determine the effects of its RttT - District grant implementation as well as the quality of its investments. The district also needs to determine how it will publicly share its implementation and investment findings with internal and external stakeholders. Overall the district has a high-quality school reform plan. It just needs to develop and refine its evaluation plans so that it can make adjustments as needed. 		
(E)(3) Performance measures (5 points)	5	5
<p>(E)(3) Reviewer Comments:</p> <p>The rationale for selecting each performance measure is provided within the application's entire narrative and is compelling. The district's vision and high-quality plan anchor it's implementation plan. Ambitious yet achievable performance goals, measures, and annual targets are developed and linked to the district's reform agenda over the course of this grant. Performance measures clearly relate to improving student achievement and social behavior. Proficiency calculations and projections were developed using Connecticut's method of calculating student achievement and growth. The district's department of evaluation and research will provide ongoing monitoring and review at least every 6 six weeks.</p>		
(E)(4) Evaluating effectiveness of investments (5 points)	5	3
<p>(E)(4) Reviewer Comments:</p> <p>The overall effectiveness of RttT funded activities will be measured against the established performance measures presented in this application's appendix. However:</p>		

- The evaluation plan needs to more clearly link performance measures to activities such as professional development and the use of technology.
- No direct evidence was presented to evaluate the effects of professional development and other variables such as the use of time, staff and other resources. Rather evidence is indirect or correlational to improvement in student achievement and behavior.
- Activities are a means to an end of improved student performance and it will be important to determine if and how well proposal activities were implemented before determining their effects on student performance. There is always the possibility of assessing a non event.

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	10
(F)(1) Reviewer Comments: The narrative discussion, budget tables, and project cost charts provide a clear overview of RttT proposal expenditures. The discussion explains how the proposal requests and current district expenditures will be integrated. Identified funds are reasonable and sufficient within the parameters of this proposal. A thoughtful rationale for funds requested is presented throughout the application.		
(F)(2) Sustainability of project goals (10 points)	10	7
(F)(2) Reviewer Comments: The narrative discussion offers insight into how proposal funds will possibly be sustained after the term of the grant. For example, as student learning targets are met, costs for instructional support through peer observers will decrease. Moreover, costs for technology upgrades will be absorbed into the district's regular budget. Additionally, the applicant expects costs for community based work through the Cradle to Classroom project to be shifted to the City's Promise Neighborhood grant. Elements of a high quality plan such as deliverables and the parties responsible are not sufficiently developed to award full points.		

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	10
Competitive Preference Priority Reviewer Comments: Bridgeport clearly meets the competitive preference priority. Only 30% of Bridgeport's children arrive in Kindergarten ready to learn the curriculum. The Cradle to Classroom Project is an outstanding district and community based program geared to children and their parents from birth to kindergarten. Also the Bridgeport Alliance for Young Children works on the development of children birth to three. Together these programs conduct SRBI needs assessments and develop tiered intervention plans for family success in getting their children truly ready the academic and social challenges of kindergarten. Meetings and follow up family coaching occur in the home. The Positive Behavioral Intervention and Support Program (PBIS) has been adopted by the district, with plans to take it to scale. PBIS will build on the good work done prior to school helping students sustain positive behavior, dispositions and interpersonal relations within the school. Moreover, well over ten population specific results and data tracking strategies are presented and thoughtfully discussed in the narrative. Highlights include academic and behavior results focusing on suspensions, graduation rates, common formative and		

benchmark assessments, PBIS , Cradle to Classroom, etc. In conclusion, Bridgeport has a compelling vision and a high-quality plan to build staff and family capacity to use learning tools to assess community needs and assets, work as a close partner with its community, create democratic and inclusive decision making processes, and monitor community growth and development along the way.

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

The Bridgeport School district meets absolute priority 1 – Personalized Learning Environments. It's Scientific Research Based Intervention (SRBI) approach to needs assessment and tiered levels of personalized learning opportunities and experiences are first rate and cutting edge. Furthermore, this approach to the personalization of learning is also reflected in the district's approach to parent, teacher and administrator development.

Total	210	190
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Race to the Top - District

Technical Review Form

Application #0870CT-2 for Bridgeport Public Schools

A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	10

(A)(1) Reviewer Comments:

The Applicant clearly described a comprehensive and coherent reform vision that articulates a clear and credible approach to the goals of accelerating student achievement, deepening student learning, and increasing equity through personalized student support grounded in common and individual tasks that are based on student academic interest. The Applicant's vision is graphically depicted with an Illustration of their Rtt Theory of Change. The major components of their vision are clearly articulated and include the following components:

- Continuous improvement through evaluation & innovation and strategic use of data to inform instruction including:
 - Providing unique learning experiences that promote student success to be college and career ready
 - Ongoing monitoring of student progress at the classroom and school levels to provide data to personalize instruction and to link student progress to teacher performance
 - Equip the district with the tools needed for ongoing assessment of trends across the district
- Modernizing the school environment through technology
 - Update limitations of the district's data systems, improving the district's capacity to link assessment data to student plans and teacher performance.
 - Improve the district's capacity to offer non-traditional learning options including computer assisted instruction

- Provide an on-line personal learning platform to help students accelerate their pace, strengthen skills, extend learning into new areas of interest, and recover credit preventing high school dropout and recapturing student dropped-outs

3. Reform LEA leadership, management structures & policies

- Decentralized district office, streamlined into a school support agency, with the cost savings going directly into the classroom
- School-based budgeting model with transparency and equity in budgeting allocations allowing principals to modify their discretionary allocations at the school level
- School Governance Councils established to increase accountability and to provide greater autonomy to school leaders.
- Peer Observers to evaluate, support and strengthen teacher performance and assist with development of data- driven differentiated lesson plans

4. Develop & sustain effective community partnerships

- Partnerships with local universities and colleges for dual enrollment
- LEAs Positive Behavioral Intervention and Supports framework (PBIS) provides mental health/behavioral supports for all students, and consists of five community-based organizations that partner with school-based student assistance teams to develop, measure and track student interventions and progress

5. Increase school readiness through engagement of families

- Cradle to Classroom initiative engages families and provides parents with tools to support the growth and development of young children
- Bring Cradle to Classroom initiative to scale district-wide so that children entering kindergarten at age five will be ready to learn.
- Provide the technology for the tracking participants, interventions, and outcomes for replication across the state and country

The Applicant clearly described a comprehensive and coherent reform vision that builds on work in the four core educational assurance areas including:

1. Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy. The Applicant comprehensively and clearly described their approach, including detailed descriptions of their universal screening; formative assessments; and frequent progress monitoring processes. For example, the Applicant described how their AIMSweb (a universal screening, progress monitoring and Response to Intervention (RTI) system) informs the teaching and learning process by providing continuous student performance data with reports available to students, parents, teachers, and administrators. The Applicant states that *"AIMSweb utilizes Curriculum-Based Measurement (CBM) an approved and standardized assessment practice based on over 30 years of scientific research."* The Applicant provides a table in the appendix which outlines their Curriculum Based Measurement assessment areas and grades developed for AIMSweb. The Applicant also described additional data sources including: Wilson: "Just Words" program for students in grades 4 – 12 and the American Reading Program: Action 100 for students in grades 9 – 12, The Houghton Mifflin Harcourt (HMH) formative unit assessments administered every six weeks in all grades K – 12, are aligned with the general core curriculum, and provide data for teachers to differentiate and personalize education in the general classroom. The Applicant provides a table in the appendix that describes the framework for the implementation of the LEAs customized Scientific Research-Based Interventions(SRBI)Framework including targeted interventions, location, curricula, instruction and intervention, staffing (Interventionists), assessments, analysis and planning processes of BPS SRBI approach as well as a timeline for implementation, detailed descriptions of the systems for assessment, progress monitoring, benchmark screening, and specific interventions. Clearly, these universal screenings, ongoing formative assessments and progress monitoring strategies personalize education by identifying the needs of all students and provide data for student success plans while identifying student needs.
2. The Applicant clearly described their strategies for building data systems that measure student growth and inform teachers and principals with data about how they can improve instruction. The Applicant plans to use Rtt-District funds to upgrade their obsolete district data systems. These plans include housing the data system on an Instructional Improvement Platform (IIP) that will collect and aggregate student and teacher data. This data would be accessed by teachers and administrators to inform instructional practice, evaluations and professional development. The Instructional Improvement Platform would also allow students to track learning and plan course, career and life choices. The Instructional Improvement Platform (IIP) represents a well developed multi-tiered accountability system which would provide comprehensive student, classroom, grade level, teacher, and district data in a timely manner.
3. The Applicant clearly described their plans for recruiting, developing, rewarding and retaining effective teachers and principals, especially where they are needed most. The Applicant stated that a state-mandated teacher evaluation system is currently used to identify exemplary teachers recruited to assume leadership as Peer Observers who provide feedback and technical assistance to non-tenured and under- performing teachers. The Applicant further stated that the district uses the State Framework for Teacher Evaluation and Support (SEED) to help teachers understand how to personalize education through the analysis of student performance data and learning needs and to modify instruction accordingly. The district also supports teachers in developing differentiated lesson plans to individual instruction in order to meet students' needs, strengths

and interests. The district developed a customized SRBI approach to train teachers, using interventions such as embedded coaching, modeling, and observations that supports under-performing teachers. The Applicant's aggressive district initiatives to recruit highly qualified teachers include:

- Teach for America (TFA)
- Transition to Teaching/Bridge to Mathematics grant that recruits highly qualified professionals in the senior year of college who are on track to receive degrees in mathematics.
- University partnerships to encourage students to pursue teaching careers and undergo their student teaching in the district schools.
- The State Alternate Route to Certification (ARC)- the district works with the Historically Black Colleges and Universities (HBCU) to directly recruit top students in the STEM sciences and provide them with district work fellowships
- The New Teacher Induction initiative provides support for new teachers in their first two years of teaching.
- The BEST program is the State Beginner Educator Support and Training program
- TEAM --Teacher Education and Mentoring Program

The Applicant also described networks for recruiting new highly qualified principals including:

- Teach for America alumni
- Return Peace Corps Volunteers
- New Leaders for New Schools
- The New York City Leadership Institute
- Through publications that focus on minority educators and educators with urban experience (e.g.. Ed Week; K-12 Connect; Career Building; administrator publications.)
- Recruiting at Historical Black Colleges and Universities through alumni networks, educational leadership programs, and university education departments.

The Applicant clearly describe how these initiatives identify, support and retain teachers and administrators. Through each of these initiatives the Applicant provides strategies (i.e.. such as modeling effective practices and assisting with data analysis, differentiated lesson plan development, observation and critical feedback, and strengthening capacity to personalize instruction) indicative of their clear and credible approach to achieving their goal of ensuring highly qualified educators in LEA schools.

4. Turning around lowest achieving schools.- The Applicant stated that the State has the largest achievement gap in the country, and that LEA schools are among the lowest achieving schools in the State, as evidenced by achievement data such as annual yearly progress status, results from state mastery tests, and district graduation rates. The Applicant further demonstrated their need to turn around low performing schools as evidenced by their demographic challenges including:

- 98.8% of the LEAs students are eligible for free or reduced lunch
- High levels of student poverty
- 88% of students are either Black or Hispanic
- 70 different languages are spoken in the homes of LEA students.

Given the magnitude of need the Applicant plans to include all LEA schools in their Rtt-District plan. The Applicant provided a table in the appendix that details and demonstrates the magnitude of the need and eligibility for each school in the district.

(A)(2) Applicant's approach to implementation (10 points)

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(A)(2) Reviewer Comments:

The Applicant provides a focused, evidence based and comprehensive plan for implementing its reform proposal. The Applicant's approach to implementing its reform proposal clearly supports high-quality LEA-level and school-level implementation. The Applicant's approach to implementing its reform proposal is based on the Applicant's Theory of Change model which is based on the following six core principles which clearly link their vision to their approach to implementing their reform proposal:

- (1) All schools must have superior standardized curriculum and instruction
- (2) Successful schools must have a series of comprehensive interventions
- (3) There must be a strategy for site-based teacher training and mentoring
- (4) The district must be organized, or reorganized, around the functional areas of education with a decentralized district office that is streamlined into a school support agency, with the cost savings going directly into the classroom

(5) Ensure that the system is effectively collecting, aggregating and sharing student performance and school data to facilitate timely provision of the appropriate interventions

(6) Early intervention to prevent gaps in early childhood development will result in children who are more ready to benefit from an academic experience and parents who are more ready to support their child's growth, development and academic experiences.

The Applicant provides clearly depicted tables in the appendix that detail the results from the successful implementation of these core principals and how they will be reflected in increases in student, district, and subgroup performance on summative state mastery exams, through reduction in the Achievement Gap between LEA students and the state's highest subgroup performance and through increases in high school graduation rates for students at the district and student sub-group levels.

The Applicant states that *"given the magnitude of need, all 20,378 students will participate in LEAs reform initiative. 98.8% of the students are eligible to participate, according to the RTTT definition for low-income families."* Because of the LEAs challenging demographics and history of under-performing schools, the Applicant plans to include all LEA schools, all of which collectively meet the competition's eligibility requirements as evidenced by the following convincing data examples provided by the Applicant:

- 99% of LEA public school children are economically disadvantaged compared to 34% statewide.
- 55% of LEA children live in families earning less than 200% of the federal poverty level, the income considered necessary to meet a family's basic needs.
- The rate of children living in homeless shelters in the district is nearly three times the statewide rate.
- Minorities represent more than 91% of the LEAs student population: of that, Black and Hispanic students represent 40% and 48% of the student population respectively. White students make up 6% of the student population.
- Spanish is the predominant non-English language spoken, but 70 other languages are spoken in the homes of LEA families.
- 8 13% of LEA children have chronic medical conditions, e.g. anemia, asthma, vision issues, elevated lead levels, hearing problems, obesity, and diabetes.
- The birth rate for teenagers, ages 15-17, was 34 births per 1,000 in 2007-2009 compared to 11 births per 1,000 statewide.
- Family violence rates were 17% higher in the district than in the state in total.
- Demonstrated learning gaps for ELL students on State Mastery Test– 2.5% of ELL children city-wide achieved goal in reading and 9.5% in math.
- Disaggregation of tenth grade mastery test scores reflected 30% of white students, 9% of Black students and 8% of Hispanic students achieving goals in reading. Tenth grade math had 31% of white students, 6% of Black students, and 9% of Hispanic students achieved goal. For English Language Learners (ELL) 0% achieved goal in Math; 4.5% in Reading

The Applicant included a clear list of the schools that will participate in grant activities and the total number of participating students, participating students from low-income families, and participating students who are high-need students. The Applicant's plan will require the participation of all education professionals and paraprofessionals including principals, teachers, and professional instructional staff including those involved in curriculum development, staff development, bilingual/ELL specialists, pupil support services staff including guidance counselors, nurses, and other administrators. The total number of educators is provided.

(A)(3) LEA-wide reform & change (10 points)	10	10
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(A)(3) Reviewer Comments:

The Applicant's provided the following statement for this criteria: *"Bridgeport's plan is an LEA -wide plan for reform and change. This proposal is scaled up for district-wide change. All district schools will participate."* Based on the information provided throughout this proposal, the Applicant did provide a high-quality plan describing how their proposal will be scaled up and translated into meaningful reform to support district-wide change. Examples include:

- A Plan that is LEA wide and calls for district wide change. The Applicant proposes to extend and take its current plan to full implementation by scaling it up district wide.
- The Applicant's Theory of Action or logic model is guided by six core principles and five reform strategies that will help the Applicant reach its outcome goals. The logic model and the six core principles demonstrate the Applicant's commitment and provide strong evidence of the Applicant's high quality plan for reform.
- Goals, activities, timelines and performance measures and annual targets are clearly indicated and well described in the appendix. These components of the Applicant's high quality plan demonstrate how the

Applicant plans to scale up and translate their reform into meaningful district-wide change

- The narrative describing the plan is clear and includes a comprehensive vision for reform supported by clearly defined goals that are justified and supported through activities and deliverables guided by the six core principles and five reform strategies

(A)(4) LEA-wide goals for improved student outcomes (10 points)

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(A)(4) Reviewer Comments:

The Applicant described the State requirements for annual measurable objectives (AMOs) in annual equal increments toward a goal of reducing by half the percentage of students in the "all students" group and in each subgroup who are not proficient within six years using proficiency rates based on assessments administered in the 2010–2011 school year as the starting point. In addition, the state's objective is to achieve, within four years, a 94% high school graduation rate statewide by 2018. The Applicant provided a table that the Applicant states reflects the Statewide Annual Targets established by the State Department of Education. The Applicant does adequately describe how their vision is likely to result in improved student learning and performance and increased equity as demonstrated by ambitious yet achievable annual goals. The data provided in the narrative and the referenced appendix, along with the Applicant's descriptions of the data adequately depict the proficiency status growth based on performance on summative assessments; decreasing achievement gaps, graduation rates, and college enrollment. Clearly the Applicant's vision is likely to result in improved student learning and performance and increased equity as addressed through their goals for improving student learning in the areas of reading and math proficiency and growth, as well as the development of student social and emotional skills and increasing family support efforts.

B. Prior Record of Success and Conditions for Reform (45 total points)

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	15

(B)(1) Reviewer Comments:

The Applicant provides a clear record of success in the past four years in advancing student learning and achievement and increasing equity in learning and teaching including a description, tables, and student data. Examples of the trends for improvement include:

1. A table located in the narrative depicting gains in tenth grade skills for 2009-2012 showing the percent of students achieving proficiency or goal in math, science, reading and writing for 2 district schools has increased
2. A table on School Mastery Test AYP Comparisons located in the appendix depicting Fifteen (15) schools with 12% increase in the percent of students achieving Annual Yearly Progress (AYP) on state mastery tests of math and twenty (20) schools with increases of more than 14% for Reading from 2009 to 2011
3. Both statements in the narrative and a figure in the appendix describe disaggregated student performance data including the following:
 - From 2009 –2011 the percentage of black students achieving AYP in math grew by 4.2%, 5.9% for Hispanic students and 8.4% for students with disabilities.
 - ELL students saw a decrease of 5.4% in percent of students achieving AYP for Math.
 - In reading, 5.1% more black students achieved AYP in 2011 over 2009 and Hispanic students saw an increase of 8.4%.
 - The percent of students with disabilities attaining AYP in Reading in 2011 was more than 12% higher than in 2009.
 - ELL students saw a decrease of 2.3% in AYP status over 2009.

The Applicant also described their record for improving State Mastery Tests in grades 3 5, 6 and 8. The district saw advancements in student learning and achievement in reading, and advancements in math for grades 3, 7 and 8, as illustrated in tables which also demonstrate the cumulative effects of the improvements realized in Reading with the largest gains over the past four years seen in 8th grade –representing the cumulative impact of four years of reforms and progress. 17.7% more 8th grade students achieved proficiency in Reading in 2012 than did in 2009 with 3% more achieving goal. In 2012, 9.1% more students achieved proficiency in Math and 7.4% more achieved goal than did in 2009. 2012 State Tenth Grade Mastery tests showed gains over the past four years for the two high schools (Bassick and Harding High School) that have been turned around through new management and changes in administration. Tables (in appendix) illustrate the gains made in

math, science, reading and writing as measured by the State's Mastery tests over the past four years. Tables VI through VIII (in appendix) illustrate that the percentage of individual students achieving Annual Yearly Progress has grown rapidly over the past four years.

Ambitious and significant Reforms-

The Applicant described how the district reorganization, resulting in new leadership from the Superintendent's office to building level administrators, provided an opportunity for reform. The LEA instituted significant changes that reflect the components of the turnaround models promoted through Race To The Top, including a plan to measure teacher and principal effectiveness. Other reforms at the school level included new curricula and instructional materials. The training to support the data driven curricula and instructional program, course offerings for 9th and 10th grades were revamped to provide for support in critical subject areas such as math and language arts. Course offerings for 11th and 12th graders have been modified to provide expanded dual enrollment and early college opportunities. Also, there is a plan to expand off campus educational opportunities such as college and university dual enrollment, and early college. Vocational/ technical and work-study opportunities has been implemented as well.

To identify and recruit highly talented teachers, the school district established a close working relationship with Teach for America and colleges and universities in order to expand the pool of highly qualified and capable teachers and tap into potential alumni to assume leadership positions. Similar strategies have been implemented to recruit administrators. Both teachers and administrators participate in targeted training programs to improve their effectiveness in personalizing the learning environment to promote student achievement.

The LEA has implemented a comprehensive benchmark assessment system has been implemented to provide schools with the data needed to determine appropriate student interventions and needed teacher supports. Reforms have been implemented to personalize the learning environments through a data system that provides frequent and varied measures of student growth and success and conveys that data to teachers, principals, parents and students along with strategies and plans to improve instruction.

Data Reforms include:

- Increased use of data to make educational decisions and to inform instruction.
- Implementing a system-wide framework for Positive Behavior Interventions and Supports (PBIS).
- A system of accountability for success through an aligned student, teacher and administrator evaluation process.
- Strong partnerships with families and the community to support student learning.

The Applicant makes data available to parents online and during parent meetings. The Parent Portal is linked to the main page of the School District, giving parents easy and immediate access to their child's's assignments, attendance, disciplinary history, and academic progress. Educators have online access and students are provided with frequent updates in classrooms feedback and online.

(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	5
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(B)(2) Reviewer Comments:

The Applicant clearly described their efforts to increase transparency in LEA processes, practices and investments. The LEA has demonstrated evidence of a high level of transparency by making public, by school, actual school-level expenditures.

The Applicant states that In an effort to increase transparency and accountability, all budgetary information, including financial reports detailing all revenues –sources/grants, and expenses including salaries of all staff including teachers, administrators, support staff and non-instructional staff, instructional supplies, high school and elementary school textbooks, salaries by content area, instructional support staff salaries– e.g.. psychologists, social workers, guidance counselors – technology costs, as well as revenues (i.e.. grants) and a detailed accounting of budget variances, is posted on the district's website and is accessible to anyone – teachers, principals, students, parents, Board Members, legislators, foundations, and others.

Stakeholders are able to view last year's detailed "Financial Condition Report" which provides spreadsheets detailing the costs, revenues and variances for all f the district's expenses. The 2012-2013. Operating Budget posted on the district's website includes a detailed budget narrative. The Applicant described the LEAs hybrid model which provides more flexibility to Principals in modifying the discretionary allocation on-line at the school level and process orders on-line for all supplies and services previously ordered on paper requisitions submitted to the District Office. Also information on contractual agreements including the salary of the interim superintendent is available, District plans and reports including reports on student achievement, attendance, discipline referrals, special education referrals and

placement, a student survey, the State's Education Reform plan, applications for magnet schools, and so on. In addition, the Parent Portal is linked to the main page of the School District, giving parents easy and immediate access to their child's assignments, attendance, disciplinary history, and academic progress.

(B)(3) State context for implementation (10 points)

10

10

(B)(3) Reviewer Comments:

The Applicant provides evidence that the LEA has demonstrated successful conditions and sufficient autonomy under State legal, statutory and regulatory requirements to implement the personalized learning environments. The following examples were provided:

1. State NCLB waiver allowing states who receive flexibility under NCLB to develop state-level plans to prepare all students for college and career, focus aid on the neediest students, and support effective teaching and leadership.
2. State Education Reform Legislation- established new standards for the states' schools and its educators and adoption of the Common Core Standards
3. Public Act 12- 116, provides for a comprehensive approach to developing Connecticut's educators so that Connecticut prepares, recruits, hires, supports, develops and retains the best educators to lead the state's classrooms and schools
4. Alliance District consisting of the thirty (30) lowest performing districts in the state who are eligible to receive additional state funding.
5. LEA overall district improvement strategies including: Talent Development; School Leader Training for State Evaluation Model; K-3 Literacy Interventions; Additional Learning Time; Early Childhood Services; Student Support and Wraparound Services and other reforms subject to State approval.
6. Commissioner's Network -- authorizing intensive interventions in up to 25 of the State's low performing schools over the next three years. The Commissioner's Network is designed to serve as a vehicle for innovative initiatives, a platform for sharing effective practices, and a model for other schools and districts throughout the state
7. The State Performance Evaluation Advisory Council (PEAC) in accordance with Public Act 12-116, developed and reached consensus on procedures and principles for a framework of a teacher and administrator evaluation system.
8. LEA Public School's Human Capital Management System (HCMS) focusing on educator and administrator evaluations, is modeled after the State's new framework. The HCMS includes assessment of student academic growth; observations of teacher performance and practice; peer feedback; whole-school student learning indicators; and student and parent feedback.

(B)(4) Stakeholder engagement and support (10 points)

10

7

(B)(4) Reviewer Comments:

The Applicant adequately described meaningful stakeholder engagement in the development of their proposal and meaningful stakeholder support for the proposal including:

1. Participation from the Teachers' collective bargaining unit (the Bridgeport Education Association – BEA) was actively involved in the development of a teacher evaluation system, and was also required as part of the State's 2012 school reform legislation.
2. Focus groups were held with parents, eliciting their recommendations to improve the district's schools. Parents were actively engaged in school governance boards, training, and support of proposed Rtt-District reform initiatives
3. Meetings with the district's high school students provided student feedback on plans to link student performance to teacher evaluations and enhancing technology

The Applicant received signatures of support from the President of the Teacher's Union, the Chair of the School Board, and the Superintendent of School. The Applicant provided letters of support from key stakeholders including:

- The Commissioner of Education
- The Mayor

However, the Applicant did not provide letters of support from parent organizations, student organizations, the business community, institutions of higher education, advocacy groups and community based organizations. This is significant because the Applicant emphasizes the support of these stakeholders in articulating their vision and developing their reform plan.

(B)(5) Analysis of needs and gaps (5 points)

5

5

(B)(5) Reviewer Comments:

The Applicant did provide a high-quality plan for an analysis of the Applicant's current status in implementing personalized learning environments and the logic behind the reform. The Applicant did include key goals, timelines, persons responsible, which are required components of a high quality plan. The Applicant provided descriptions of activities and deliverables to describe their current status in implementing personalized learning. The process began with a report by Cambridge Associates on the strengths and weaknesses of LEA schools which indicated that teachers were not prepared to implement personalized learning environments for students because they lacked the necessary training and support. In response the Applicant reports that the district focused on implementing a teacher evaluation process to standardize the quality of instruction across all grades, subjects, and schools, which would contribute to the improvement of individual and collective practices as well as the growth and development of teachers and leaders.

The Applicant provided two illustrations to depict the model of teacher evaluation rating and the illustration of matrix to final rating. Both illustrations support the logic behind the plan for analyzing the district's current status and in implementing personalized learning environments which are based on identifying individual and collective strengths of educators and identifying and addressing needs through targeted interventions designed to strengthen educator capacity to implement a personal approach to instruction.

The Applicant reports that the LEA follows the State Framework for Teacher Evaluation Support (SEED), which includes a rubric that focuses on promotion of independence and personalization of instruction through analysis of student performance to determine individual learning needs and differentiated instruction based on data analysis. The process of evaluation for administrators and teachers mirror each other and include an orientation to process, a goal setting conference, collection of evidence including site observations, a mid-year formative review and an end of the year summative review.

The Applicant did provide achievable activities featuring strategies that identified needs and gaps and that reflect the Applicant's current status in implementing personalized learning environments, including the logic behind their proposed reform.

C. Preparing Students for College and Careers (40 total points)

	Available	Score
(C)(1) Learning (20 points)	20	20

(C)(1) Reviewer Comments:

The Applicant provided a high quality plan with detailed activities and deliverables that describe their approach to improving learning and teaching through personalizing the learning environment while providing students with support to graduate college and career ready. The Applicant's plan is based on the theory that *"better prepared elementary school students push up achievement in middle school, and more demanding high schools pull in higher achieving middle school graduates."* This theory is grounded in the research behind the seven keys to college readiness which the district utilizes as a basis for mapping backwards from college and career learning. This process includes the following strategies:

- 1) Crafts integrated district-wide early learning strategies that are effective and far reaching
- 2) Aligns early learning programs and services with the integrated K-12 strategies that include common core and are clearly focused on providing high quality strategies toward meeting college-and-career- ready standards
- 3) Balances teacher support and accountability to ensure effective and consistent implementation is a

significant approach which will ensure high quality teachers who are accountable for providing rigorous and relevant instruction for students

4) Innovates and monitors for continuous improvement providing for ongoing feedback and personalized learning is an effective strategy which allows teachers to differentiate instruction so that students learn based on interest as well as needs

5) Attracts the brightest and best teachers from prestigious universities locally and across the country is a key strategy for ensuring highly qualified educators are available for LEA classrooms

6) Meaningfully involves parents in the leadership of their children's schools and education demonstrates the LEA's commitment to building strong alliances between school and home as well as ensuring additional safety nets to support student learning out of school.

7) Strategies to personalize learning for high needs students demonstrates the LEAs commitment to providing high quality strategies for high-need students to help ensure that they are on track toward meeting college-and-career-ready standards.

The Applicant provides a chart that describes how the LEA links learnings to college and career ready standards. The chart includes strategies, descriptions/benefits/Impacts, and status. This detailed chart provides clear descriptions of activities and deliverables such as strategies for providing teacher professional development, the 8th grade summer bridge to high school program, the 9th grade academy, dual enrollment, drop out prevention and credit recovery, technology and online global classrooms.

The Applicant provided a second diagram focusing on preparing elementary school students to push up achievement in middle school. This detailed chart provides clear descriptions of activities and deliverables such as the district comprehensive literacy plan, K-8 science curriculum, dialogic reading model, cradle to classroom, and parent resource center.

The Applicant clearly described goals and achievable activities and deliverables that address personalizing the learning environment to prepare students at each level (i.e.. elementary, middle, and high school) to challenging learning experiences.

(C)(2) Teaching and Leading (20 points)

20

20

(C)(2) Reviewer Comments:

The Applicant did include a high quality plan for improving learning and teaching by personalizing the learning environment. The Applicant provided many activities and deliverables that support their approach to implementing instructional strategies for all participating students that enable them to pursue a rigorous course of study aligned to college-and career-ready standards and to accelerate their learning through support of individual needs.

To ensure high quality teachers and administrators, the Applicant states that all teachers, principals, and education specialists participate in an evaluation processes designed to promote collaboration and shared ownership for professional growth; to strengthen individual and collective practices in order to improve student growth; to clearly connect professional learning to the outcomes of the evaluation process; and for renewal and employment decisions. The Board of Education evaluates the performance of the Superintendent of schools. The Superintendent is required to submit a comprehensive financial and education plan with specific benchmarks and monthly progress reports to the Board. The reports are available on line for parents, teachers and other stakeholders to review. The Superintendent's contract is a year to year contract with renewal tied to performance specifically related to benchmarks in finance and education.

The Applicant states that the LEA conducts frequent assessments of student performance. Examples include Benchmark assessments and common core assessments every six weeks throughout the year, AIMSweb Universal Screening provides progress monitoring and Response to Intervention (RTI) data that informs the teaching and learning process by providing continuous student performance improvement data and reporting to students, parents, teachers, and administrators. The Applicant reports that the district is also developing the capacity to include project based assessments; however, this plan is not yet complete and has not yet been implemented. Students and their parents participate in setting individual goals and are provided with regular on-going feedback.

The Applicant adequately described their plan to increase the number of students who receive instruction from effective and highly effective teachers and principals. Central to the success of the plan is the support provided to teachers to improve practices. Key activities include providing support to improve the practices of teachers who are not effective, increasing students' exposure to effective and highly effective teachers through the use of embedded coaches, and recruiting high performing graduate and undergraduate students directly from colleges and universities,

as well as Teach for America teachers. Additional examples include Today's Students, Tomorrow's Teachers" program, a multi-year program that attracts high performing high school students to the teaching profession and retains them in Bridgeport schools, upon receiving their degrees and certification, Transition to Teaching/Bridge to Mathematics. Conducted in partnership with Sacred Heart University the initiative recruits highly qualified professionals in the senior year of college, who are on track to receive degrees in mathematics, and interest them in careers as mathematics teachers; provides coursework and internships in LEA schools, leading to certification in mathematics and positions as mathematics teachers in BPS schools, and connects them with teaching jobs upon graduation.

The Applicant adequately described many activities to support their plan for improving learning and teaching by personalizing the learning environment in order to provide all students the support to graduate college- and career-ready, which are clear components of their high quality plan.

D. LEA Policy and Infrastructure (25 total points)

	Available	Score
(D)(1) LEA practices, policies, rules (15 points)	15	15
<p>(D)(1) Reviewer Comments:</p> <p>The Applicant provided a high-quality plan to support project implementation through comprehensive policies and infrastructures that provide every student, educator, and level of the education system with the support and resources they need, when and where they are needed. The Applicant clearly addressed this criteria by describing a number of activities and deliverables that explain the Applicant's practices, policies, and rules that facilitate personalized learning. Examples include:</p> <ol style="list-style-type: none"> 1. Ongoing Common Formative Assessments administered to all students identifies the individual needs for all students. 2. Teacher observations identify the needs and strengths of each individual teacher. Evaluations of school Principals and administrators are rated with training and coaching provided in areas of weakness. 3. Individual plans are developed for students, teachers and principals that establish goals, supports, and benchmarks for improvement. 4. Teachers receive training and support in not only content of the district's curriculum, but to personalize instruction, and in multiple ways to deliver content. 5. Students engage in active, hands-on learning that is inquiry based in groups and as individuals affords students the opportunity to engage in critical thinking, problem solving and higher order meta cognitive tasks that include goal-setting and team work, and varied opportunities for communication, including oral and written presentations, as well as project based assignments designed to improve not only content area mastery but executive functioning 6. The Central office has been re-organized to provide maximum support and services to principals, teachers, specialists and students. 7. A common curriculum across all schools was established in 2011 to build skills in all grades that lead to college and career readiness, and consistency in training for instructional staff 8. Each school is governed by a School Governance Council that consists of school staff, parents, community leaders, and students (when appropriate) to work together in facilitating quality educational plans. 9. Principals have sufficient flexibility and autonomy to vary the school schedule within the confines of the district's bus schedule Students are earning credit based on Mastery rather than on time spent in class. 10. The Twilight program – the district's dropout prevention and intervention program, gives students the opportunity to recover credit based on mastery of material. Students are able to move at their own pace and earn credit according to mastery of content. Students have been able to recover two years' worth of credit in just one year. The amount of credit a student is able to earn in the Twilight program is dependent on their own progress. 11. Learning resources– Students with Disabilities and ELL students -- A full continuum of highly personalized services is available for both students with disabilities and ELL students. Examples include Child Find guides specialized instructional services and identification of children. All children who are suspected of exceptionality are referred to the Planning and Placement Team (PPT) where the individual case is further discussed. 		
(D)(2) LEA and school infrastructure (10 points)	10	10
<p>(D)(2) Reviewer Comments:</p> <p>The Applicant does provide a high quality plan to support project implementation through comprehensive policies and infrastructures that provide every student, educator and level of the education system with the support and resources they need, when and where they are needed. The Applicant provided a number of planned activities and deliverables that describe how the LEA and school infrastructure supports personalized learning. Examples of planned activities</p>		

and deliverables include:

Using Information Technology Systems

1. The development of the technology infrastructure that will support the Instructional Improvement Platform – by filling in the gaps to complete the construction of the main frame that will support the SRBI process for personalization of education including Benchmark Data collection, the Parent Portal, Online courses, Professional Development and Student Assessments.
2. Assure all students, teachers, parents and community stakeholders will have access to the necessary content, tools and other learning resources both in and out of school through the lease/purchase of replacement computers, smartboards, handhelds, peripherals and the development of a web-based platform for the purpose of collecting, analyzing, aggregating and disseminating data.
3. Provide student laptops in grades 7 through 12 that will allow students to access all of the district's systems and applicable applications through the web
4. Provide teachers with desktop computers and Smartboards for all district classrooms. The systems will consist of a hand-held, interactive teacher device, and a ceiling mounted projector
5. Installation of student desktop devices in all class rooms K through 6
6. Installation of wireless access points for all schools whose infrastructures are currently inadequate to support wireless access to the internet
7. The Applicant's technology plan indicates bids and policies and procedures to ensure access in and out of school

Access to Content

The district has already purchased the web-based HMH curriculum, has implemented the on-line Singapore Math program and is engaged with Global Classrooms. RTTT funding will result in full implementation that will provide all students, parents and teachers access to all core curriculum content for all classes in all grades on line in school, from their homes, in the city's libraries (six branches) in the Family Resource Centers and Parent Center, in community and youth centers that are located in every neighborhood throughout the city, and in the city's Housing Authority recreation areas increasing student freedom and personalization of learning

Training

- training in the use of the new technology both during the school year and summer professional development institute.
- Training for parents takes place every month with a schedule posted on the parent's link on the LEA web-site. I
- "Parents' Guide to Student Success" is available on-line and in all schools. The guide created by teachers, parents, education experts, and others from across the country, provide clear, consistent expectations for what students should be learning at each grade in order to be prepared for college and career.
- Parent Portal was debuted on the BPS website giving parents unprecedented access to their child's academic progress, their grades, attendance, and behavioral incidents, report cards, and scores on standardized mastery tests.
- All online content include tutorials for teachers, students and parents

Interoperable Data Systems:

- The district's Department of Research and Evaluation oversees all aspects of the district's programs including formative, state-mandated, standardized and performance-based assessments
- The district's Department of Research and Evaluation provides ongoing evaluations to improve the quality of all aspects of the educational programs; designs and implements assessment reports which promote instructional improvement
- The district's Department of Research and Evaluation provides presentations, data team meetings and professional development to principals, teachers, community members, and business groups on a continual basis to discuss instructional strengths and deficits exhibited in assessment results
- The district's Department of Research and Evaluation collects, organizes, creates, customizes, and disseminate studies to provide statistical evidence on the theories, practices, and their effectiveness and/or impact on student learning
- The district's Department of Research and Evaluation provides expertise in goal setting at the district and school level as part of the strategic planning progress

- The district's Department of Research and Evaluation provides staff with current curriculum research on all components of education
- The district's Department of Research and Evaluation oversees aspects of the Professional Development Program including the management of Continuing Education Units

The Applicant provides many activities and deliverables, to support their project implementation in the areas of technology integration, training, content and data and assessment, and evaluation, and provides a high quality plan for implementation.

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	9
<p>(E)(1) Reviewer Comments:</p> <p>The Applicant described how the district will monitor, measure and publicly share information on the quality of its investments funded by RTTT such as professional development, technology, and Cradle to Classroom initiatives. The Applicant will utilize the Instructional Improvement Platform to continuously collect data on students, classrooms, teachers, grades, schools, subjects and the district. The platform will have the flexibility to produce reports on demand, disaggregated by sub-groups as well as a multitude of parameters to be determined by the needs of the district. The system will be configured to provide information to the national evaluator.</p> <p>Although the Applicant described how the district will monitor the continuous improvement process, the Applicant did not provide adequate descriptions detailing how they plan on implementing a rigorous continuous improvement process. The Applicant's strategy for a clear and high-quality approach to continuously improving its plan needs further development with supporting details clearly explaining how the Applicant plans to provide opportunities for ongoing corrections and improvements during and after the term of the grant.</p>		
(E)(2) Ongoing communication and engagement (5 points)	5	3
<p>(E)(2) Reviewer Comments:</p> <p>Although the Applicant provided some strategies for ongoing communication and engagement with internal and external stakeholders, these strategies do not provide a clear and high-quality approach to continuously improve its plan. These strategies include the following:</p> <ol style="list-style-type: none"> 1. The Superintendent of schools will provide a monthly report to the Board of Education on the progress of efforts toward school turnaround, including fiscal measures as well as measures of implementation, progress toward goals across the district including the teacher and principal rating matrix, implementation of SRBI, PBIS and the district's technology plan as well as results from benchmark common formative assessments. 2. These reports will be published on the district's website available for all stakeholders to view including staff, parents and students. 3. All contracts with external vendors will include the requirement to collaborate with the district, the Department of Education and the national evaluator. The district will work with the national evaluator to develop a plan for identification and collection of reliable and valid baseline data as well as benchmark and outcome data. 		
(E)(3) Performance measures (5 points)	5	5
<p>(E)(3) Reviewer Comments:</p> <p>The Applicant stated that the district has established achievable, ambitious performance measures with annual targets and that the measures were selected to reflect the focus of intervention and outcomes – improvement in teacher/administrator performance through peer observations, ratings matrices, and professional development; improved student academic achievement; student social/emotional growth; more students graduating from high school college/career ready; more students pursuing higher education; more children entering Kindergarten ready to learn. The Applicant explained that the LEA will determine how the measure will provide rigorous, timely, and formative leading</p>		

information through their Instructional Improvement Platform. The Applicant states that this platform will provide continuous rigorous and timely information tailored specifically to the strategies employed and their intended outcome. The Applicant described ongoing monitoring and reporting through the Instructional Improvement Platform that will inform all stakeholders of the fidelity of the implementation of improvement strategies. The Applicant plans to use Benchmark and Common Formative Assessments to provide ongoing feedback at least every two months, thereby facilitating the ongoing adjustments in strategies and approaches throughout the year. The Applicant's descriptions of ambitious yet achievable performance measures, overall and by subgroup, with annual targets and performance measures are evident in the narrative and throughout the application.

(E)(4) Evaluating effectiveness of investments (5 points)

5

3

(E)(4) Reviewer Comments:

The Applicant's response to this criteria is as follows: *"The overall effectiveness of the RTTT funded activities will be measured against the indicators identified on Tables A(4) and E(3) in the appendix."* While the Applicant provided performance measures, they do not include a detailed plan of how to evaluate these measures. Although limited evidence of evaluation is found throughout the proposal, the evaluation plan needs to more clearly link performance measures to activities such as professional development and the use of technology.

The Applicant did not provide adequate details to support their plans to evaluate the effectiveness of Race to the Top – District funded activities, such as professional development and activities that employ technology, and to more productively use time, staff, money, or other resources in order to improve results, through such strategies as improved use of technology, working with community partners, compensation reform, and modification of school schedules and structures (e.g., service delivery, school leadership teams and decision-making structures).

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	10

(F)(1) Reviewer Comments:

The Applicant identifies all funds that will support the project. The budget appears reasonable and sufficient to support the development and implementation of the Applicant's proposal. Examples include peer observers to serve as trainers and administrative support to teacher in implementing personalized learning environments and the Cradle to Classroom program which focuses on embedding college to career initiatives in the K-12 continuum as well as parent engagement and social services to support student success in and out of school. The Applicant adequately provides a thoughtful rationale for investments and priorities. The Applicant includes the overall budget summary table which includes the sum of all project-level budget tables.

(F)(2) Sustainability of project goals (10 points)

10

6

(F)(2) Reviewer Comments:

The Applicant lists a series of strategies and activities that address sustainability. The Applicant provides measures for sustainability, some of which may not adequately demonstrate thier capacity to fully maintain planned Rtt-D activities at the appropriate levels. The following are examples of the Applicant's plan for sustainability:

1. Recycling outdated technology will provide limited extra resources
2. Zeroing out the cost for computer equipment after year four, when annual targeted upgrades and replacements of selected hardware and software will be absorbed into the district's budget
3. Use of district funds to support the Center Director and Staff and home-school coordinators and the Operating Budget funds in the IT Department to provide oversight for the district-wide technology program in the schools
4. Use funds from State Grants from the State Department of Education including grants for Priority School Districts and schools. Although these funds may be applied for, there is no guarantee that the Applicant will receive them.
5. Support from Title Funds- The amount of support was not clear and the availability of these funds was not clearly indicated.

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	10

Competitive Preference Priority Reviewer Comments:

The Applicant clearly described their plan to integrate public or private resources in a partnership designed to augment the schools' resources. The plan includes providing additional supports to:

- Reach parents of young children prenatally and provide the supports and services necessary for children to be Kindergarten-ready by the age of five,
- Transform the LEA's RTTT plan from a school/district reform initiative to a community reform initiative
- Establish a partnership with the Bridgeport Alliance for Young Children (BAYC) – an alliance established for providers of early care and education, health, and social services

The Applicant's plan also calls for a partnership with BAYC's Community Messengers program, a grassroots communications program that trains volunteers to help their neighbors find services and supports, provides a forum for communication and problem solving throughout the city and offers opportunities for family events and parenting workshops. The Cradle to Classroom would recruit and train 360 messengers who would assist 3600 families with infants and toddlers (75%).

The district was awarded a Connecticut Maternal, Infant, and Early Childhood Home Visiting Program of over \$1,000,000 for the next three years to bring home visitation and Parents as Teachers curricula to the homes of 260 families with children birth to three and expectant mothers, reaching a fraction of the district's 5,000 children ages birth to three. The program is specifically designed for Tier III families – assisting the highest risk children and is a pilot of the State Department of Public Health. Together CM and the Home Visiting program, along with district's Early Head Start program and other early childhood programs reach approximately 25% (1,250) of the district's youngest children. Expansion of the CM program to include up to 360 messengers, or Parent Advocates, would fill the gap resulting in universal services for all of the district's youngest and most vulnerable children, bridging the gap between birth and pre-school enrollment.

The Applicant clearly describes tracking measures, including:

- Historical data regarding the number of serious
- incidents both in and out of school suspensions and graduation rates that will serve as a baseline for improvement measured against improvements in the aggregate across students, schools and grades.
- Benchmark and Common Formative Assessments
- Performance on standardized state measures of mastery will be examined from the beginning of the year, throughout the year and at the end of the year for growth and improvement.
- SRBI assessments will identify students facing significant challenges and in need of additional supports both academically and in the behavioral and emotional areas.
- Kindergarten screening inventory assessments will document and track progress toward achieving goal 1 from baseline to year four.

The Applicant adequately describes how they plan to bring the project to scale and to track improvements over time. Also, the Applicant clearly described how they plan to assess the needs and assets of participating students; create a

decision-making process and infrastructure to select, implement, and evaluate supports that address the individual needs of participating students, engage parents and families of participating students.

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met
<p>Absolute Priority 1 Reviewer Comments:</p> <p>The Applicant coherently and comprehensively addressed how it will build on the core educational assurance areas to create learning environments that are designed to significantly improve learning and teaching through the personalization of strategies, tools and supports for students and educators that are aligned with college- and career-ready standards. The Applicant provided numerous activities, strategies and deliverables that support their plan to accelerate student achievement and deepen student learning by meeting the academic needs of each student, increase the effectiveness of educators, expand student access to effective educators, and decrease achievement gaps across student groups.</p>		

Total	210	193
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Race to the Top - District

Technical Review Form

Application #0870CT-3 for Bridgeport Public Schools

A. Vision (40 total points)

	Available	Score
(A)(1) Articulating a comprehensive and coherent reform vision (10 points)	10	10
<p>(A)(1) Reviewer Comments:</p> <p>The applicant has proposed a very coherent and convincing reform vision plan that seeks to dramatically expand the college and career readiness of its students. This is to be accomplished through implementing reform strategies designed to increase the quality and effectiveness of instruction provided by Bridgeport Public School teachers and personalized education experience by students.</p>		
(A)(2) Applicant's approach to implementation (10 points)	10	10
<p>(A)(2) Reviewer Comments:</p> <p>The BPS approach to implementation is evident in the application.</p> <p>The process for selection is based on the fact that BPS stated it has the largest achievement gap in the country and BPS are among the lowest achieving schools in the state. Therefore all schools will participate and become part of the reform proposal. The District as a whole is in its 9th year of Need For Improvement and 23 of the district's 32 schools failed to make AYP. Therefore, all 32 schools will participate.</p> <p>The list of schools is contained in the application and the participating numbers are as follows; participating students-20,133; SLIF-19,890; PSHN-19,890; PE-1,110.</p> <p>The BPS has provided a sound plan for implementation that will support the reform initiative. The selection of the entire district</p>		

for the reform is very appropriate because this plan will assess the accountability of all students, teachers, principals and administrators. The comprehensive plan allows for more accountability of the failing district.

(A)(3) LEA-wide reform & change (10 points)

10

10

(A)(3) Reviewer Comments:

The BPS proposal has presented a high-quality plan. Due to the fact that all schools in the district will participate, the scaling and translation is already in place. This proposal presented a logical model and approach for change through the activities and outcomes of the various key strategies, academic implementations and core principles presented in the narrative and throughout the application.

The evidence presented in the BPS model for change includes; implementation of differentiated learning strategies, various methods of personalized instruction and supportive assistance for schools, students and parents.

(A)(4) LEA-wide goals for improved student outcomes (10 points)

10

9

(A)(4) Reviewer Comments:

The BPS has demonstrated a high quality plan that will result in improved student learning and performance on summative assessments.

For grades 3 thru 8 the students will take the Connecticut Mastery Test and grade 10 will participate in the Conn. Academic Performance Test. The data show that the district is anticipating a 5% gain for each school year to achieve goals that are equal or exceed the targets for each subgroup. The decreasing of the achievement gaps are presented in the proposal to reflect a 3% or more decrease for each subgroup to reach an equitable or closure to the gaps for all groups district-wide. The goals presented for the graduation rates reflect the State of Conn. expectation to reach a halfway point between the baseline value and the state target within six years. The college enrollment rate show achievable annual goals among all subgroups with their cohorts as well. The BPS is aware and recognize that the percentages for goal attainment have been set at a level that is very attainable and realistic.

B. Prior Record of Success and Conditions for Reform (45 total points)

	Available	Score
(B)(1) Demonstrating a clear track record of success (15 points)	15	13
<p>(B)(1) Reviewer Comments:</p> <p>A demonstrated record of success is evident and presented in the BPS application.</p> <p>a. The BPS has experienced steady improvement over the past 4 years. Fifteen schools have seen a 12% increase of students achieving AYP on the state mastery test and twenty schools saw an increase of more than 14% for Reading. The district as a whole has grown an average of 6% in students of 10th grade reading and math, and 5.2% of students in grades 3 through 8 achieving AYP.</p> <p>b. Comprehensive, significant reform has been implemented in BPS. This reform included new curricula for teachers of PK-12 that contains instructional material and the training to support the data driven curricula, and instructional program. The high schools were revamped to provide double blocks of language arts and math, more credit recovery opportunities, and more academic support services for students.</p> <p>c. The performance data will be available through the implementation of the parent & community governing councils called the Parent Compact. This plan will provide roles and responsibilities of the parents in the schools, establish daily presence of parents and allow parents access to various services within the school and district. This plan will also establish communications through telephone contacts and online access to information and services concerning their child's progress and curricula.</p> <p>BPS intends to provide performance data available for parents, educators and students via technology; however, the applicant does not adequately describe the provider service plan for the parents and students activities or how they plan to accommodate the provider services.</p>		
(B)(2) Increasing transparency in LEA processes, practices, and investments (5 points)	5	5

(B)(2) Reviewer Comments:

The applicant has demonstrated a thorough explanation of transparency for the reform. Each of the criteria are presented in the applicant's proposal.

Actual personnel salaries and various accountings of funds and expenditures are available on the district's websites and are accessible to everyone. Stakeholders are able to view last year's detailed "Financial Condition Report" with provided spreadsheets of detailed costs, revenues and all of the district's expenses.

(B)(3) State context for implementation (10 points)

10

10

(B)(3) Reviewer Comments:

The applicant has provided sufficient evidence for successful conditions and autonomy for the reform plan to implement a personalized learning environments in BPS.

Due to the state being approved for the NCLB waiver, it was agreed and understood that the state would receive the flexibility to develop state-level plans to prepare all students for college and career, focus aid on the neediest students, and support effective teaching and leadership. Also this includes the adoption of CCS and the authorization of intervention in low performing schools by the Commissioners Network. This is based upon the Conn. Education Reform Legislation.

(B)(4) Stakeholder engagement and support (10 points)

10

9

(B)(4) Reviewer Comments:

The applicant provides significant stakeholder engagement with the development of this proposal.

The engagement consisted of focus groups comprised of parents soliciting their recommendations to improve the schools. The parents made several recommendations that were included in the application. Some of them were: more teachers of color, uniform curriculums across schools, on-line courses and more intense training for teachers of children from varied cultural backgrounds, summer academies, and more computers. Parents and students also expressed how they would like to see social media being utilized for communication between school and home and to acquire information. In relation to collective bargaining, their participation was desired as well as required from the State's 2012 school reform legislation; however, it is not evident in the application of their direct involvement during the development of the proposal. Teachers and representatives from the CBU were involved with the observation process and the Peer Observer aspects of the proposal. The BPS has presented and submitted 2 strong letters of support from the mayor and the commissioner of education.

(B)(5) Analysis of needs and gaps (5 points)

5

5

(B)(5) Reviewer Comments:

The BPS has demonstrated evidence of a high quality plan for an analysis.

The logic behind the plan for analyzing the district's current status in implementing personlized learning environments is; a. identify strengths and needs of individuals and collective teaching practices, b. include a teacher rating system that includes student and whole-school growth and development, c. observations of teachers performance and practice, and d. parent and peer feedback resulting in an overall rating.

The evidence is the evaluation of educators which is the cornerstone of a personalized approach to education. The analysis of all teachers in the BPS district will identify the district's capacity to implement personlized education and strengthen each teacher's capacity in all classrooms, subjects, grades and schools.

C. Preparing Students for College and Careers (40 total points)

	Available	Score
(C)(1) Learning (20 points)	20	18
(C)(1) Reviewer Comments:		
BPS does provide an extensive high quality plan to prepare students for college and careers.		

This plan is evident through the recognition that young people develop at different levels and learn best through immersion, direct experience and application of skills. To develop and accomplish students' goals, assessments must be used and include interest and aptitude inventories as well as assessing academic skills. At the beginning of the BPS year, students are assessed, plans developed and support is offered to support the achievement. Their deep learning experiences are/will be experienced through the dual enrollment in the BPS high school along with one of the vocational schools for Agriculture-Science, Biotechnology and Aquaculture. These courses will engage as well as prepare for advanced learning in broad range of careers. The access and exposure to various cultures will be provided through the Center for Global Studies. This center will expose the BPS students to the culture and languages of Arabic, Japanese and Chinese. Internships and apprenticeships will give students real-world work experience and work study credit to master and develop skills. The applicant has provided the necessary activities and rationales for engaging and empowering the all students that includes the support of parents and educators as well.

This application also provides 16 strategies for learning that ensures that each student has access to personalized sequence of instructional content and skill development for all levels, and a variety of instructional approaches in specific environments of home and traditional settings. The applicant has provided the digital content that will be deliverable through the inclusion of technology of on-line e-books and other literacy programming that provides children with independent guided reading experiences in the classroom, in school libraries and at home. BPS has provided the adequate strategies and rationales for the ensure that all students has access to the appropriate technology and services to achieve success through this reform.

Ongoing and regular feedback is provided through the new Parent Portal. This portal gives parents access to their child's progress, test results and other pertinent academic information to strengthen their capacity of support. Parents are a major part of the Student Assistance Team that assist with the development of the personalized education plans. The applicant has demonstrated a solid plan that includes a minimum amount of feedback opportunities for parents and students.

BPS has provided the activities and deliverables in their reform plan; however, the applicant does not clearly indicate timelines for implementation and responsible parties for the plan.

(C)(2) Teaching and Leading (20 points)

20

18

(C)(2) Reviewer Comments:

The BPS has provided in the application a clear and strong plan for participating educators engagement, professional teams and community that supports capacity by;

a.-job-embedded professional development to support teachers in increasing their skills and effectiveness

-allowing the peer observers and math/literacy coaches to provide PD in all schools

-reconstructive school schedules to provide the time during the school day for weekly participation in cluster meetings for focusing on instructional improvement for increasing student achievement

b. Teachers receive actionable information through the performance evaluation that provides designation as needs improvement, proficient or exemplary. The information is based upon immediate feedback from at least 3 formal observations/reviews of practice and one formal in-class observation. The feedback is linked to improving teaching strategies and practices that will contribute to students overall success. This is supported by data team meetings, observations, coaching, mentoring other teachers and reviewing lesson plans as well as teaching artifacts.

c. The BPS district provides evaluators with trainings in observations and evaluations, how to provide effective feedback and to ensure inter-rater reliability and consistency of approach.

d. In order to increase the number of students who receive instruction from effective and highly effective teachers and principals, BPS plan provides support. The Human Resource Department of BPS has been reorganized to work with principals to help recruit, select and retain talented teachers. The new Applitrack system is used to receive online applications on a continual basis from potential teachers.

BPS has provided the activities and deliverables for improving teaching and learning in their plan; however, the applicant does not clearly indicate the key goals, timelines for implementation, and responsible parties in this criteria.

D. LEA Policy and Infrastructure (25 total points)

Available

Score

(D)(1) LEA practices, policies, rules (15 points)	15	15
(D)(1) Reviewer Comments: The proposal has established a clear high quality plan that facilitate personalized learning by; <ul style="list-style-type: none"> a. Re-organization of the central office to provide maximum support and services to principals, teachers, specialists and students. Coordinators and Directors are included in the central office. b. School Governance Councils serve as the leadership teams. The SGC serves in an advisory capacity for an analysis of school achievement data, review of fiscal objectives of the draft budgets, participate in hiring process, assisting principals with programmatic & operational changes, develop and approve school parent involvement policies and work to build partnerships between school and home. c. and d. The Twilight program is the BPS district's dropout prevention and intervention program that provides students the opportunity to recover credit based on mastery of the material. Students earn credit based on mastery rather than on time spent in class. The amount of credit a student is able to earn in the program is dependent on their own progress. e. Learning resources are provided for students with disabilities and English learners through the Planning and Placement Team. The resources are fully accessible to all learners and students within BPS district. 		
(D)(2) LEA and school infrastructure (10 points)	10	10
(D)(2) Reviewer Comments: The BPS and school infrastructure has presented a quality plan that reasonably supports personalized learning by- <ul style="list-style-type: none"> a. The purchasing and full implementation of web-based curriculums, Singapore Math programs and engagement with Global Classrooms. These can be accessed through home connections as well as through public libraries, resources centers, parent centers and the local housing authority recreation areas. b. The appropriate levels of support are provided to all teachers through extensive trainings and follow-ups of new technology, training for parents are provided every month on the schedule posted on the district web-site and printed guides are provided also for parents. c. The Parent Portal allows the exporting for parents to access their child's information. It also includes tutorials for teachers, students and parents. d. The district's Department of Research and Evaluation serves as the interoperable data system for BPS. 		

E. Continuous Improvement (30 total points)

	Available	Score
(E)(1) Continuous improvement process (15 points)	15	9
(E)(1) Reviewer Comments: The applicant has provided a solid approach for continuous improvement that provides timely and regular feedback toward the proposed goals within the district for during and after the term of the grant.. <p>The Instructional Improvement Performance will continuously collect data on students, classrooms, teachers, grades, schools, subjects and the district. The platform will have the flexibility to produce reports on demand, disaggregated by sub-groups as well as a multitudes of parameters to be determined by the needs of the district. BPS has committed to working with a national evaluator to evaluate the effectiveness of the RTTT initiative to achieve the objectives.</p> <p>However, BPS plan does not present a clear, systematic monitoring plan to ensure continuous improvement. The proposal does not directly state the timelines of goals and immediate feedback for assessments, the deliverables of the corrections and improvements, nor does it adequately detail how the feedback of the national evaluator will be communicated to and from the district for improvement.</p>		
(E)(2) Ongoing communication and engagement (5 points)	5	3
(E)(2) Reviewer Comments: The BPS has demonstrated a medium quality plan for ongoing communication and engagement in the proposal.		

The Superintendent of Schools is required to provide monthly reports to the board on the progress of the efforts of the turn around reform. Fiscal measures, measures of implementation, progress of teacher and principal goals, technology and the benchmark common formative assessments are included in each monthly report. These reports are published on the district's websites and available for viewing by all stakeholders.

However, there are no definite plans on how to continuously improve as they move toward their proposed goal. The applicant has provided activities and strategies for on-going communication and engagement, but a systematic plan is not presented.

(E)(3) Performance measures (5 points)

5

5

(E)(3) Reviewer Comments:

The applicant has provided strong achievable, ambitious performance measures with annual targets.

The rationale for each provided was selected to reflect the focus of the intervention and outcomes of the reform plan which is evident in the narrative and throughout the application. The Instructional Improvement Platform will provide continuous rigor and pertinent information that specifically targets the strategies employed and their outcomes. Also, the review process will take place every 6 weeks with modifications for adjustments as needed. The Department of Research and Evaluation will provide regular reports for all indicators.

The rationales and ambitious, yet achievable performance measures are presented and linked entirely throughout the proposal of this reform proposal.

(E)(4) Evaluating effectiveness of investments (5 points)

5

3

(E)(4) Reviewer Comments:

The applicant's evaluation for effectiveness of investments is presented.

Based on the proposal, BPS has stated that "The overall effectiveness of the RTTT funded activities will be measured against the previously stated indicators of previous criteria."

However, the evaluation of the district activities for RTTT is not detailed or fully developed in the proposal. The plan for evaluation needs to be linked more to the technology and professional development activities that are contained in the proposal narrative and throughout the application.

F. Budget and Sustainability (20 total points)

	Available	Score
(F)(1) Budget for the project (10 points)	10	8
(F)(1) Reviewer Comments:		
The applicant's budget provided in the proposal is reasonable and justified for the RTTT-D funding.		
a. The narrative gives and provides a detailed description of all the identified funds that will support the BPS proposal.		
b. The budget that has been submitted is reasonable and sufficient to support the development and implementation of the reform proposal. BPS has provided excellent allocation of funds by recycling technology, the use of job-embedded professional development as well as personnel salaries and other expenditures for the project.		
c. All funds for this investment, have been described in the application. These funds include Title IIA, IT Department Operating Budget Funds, and E-Rate.		
BPS has provided a transparent budget for supporting this application; however, a few important components were not clearly addressed:		
1. Cost for internet provider services for targeted students and parents.		
2. Access for technology for parents (i.e. cost of equipment, access to community resources such as libraries and recreational centers)		
A significant part of the applicant proposal was insuring the personalized learning services is provided for all parents and students.		

(F)(2) Sustainability of project goals (10 points)	10	8
<p>(F)(2) Reviewer Comments:</p> <p>The BPS proposes a sound plan for sustainability; however, it does not clearly state the timelines or a process for recycling of the antiquated equipment that will be used by lower grades.</p> <p>After the closure of the RTTDD, the BPS will apply for additional funds from other sources to maintain activities at the appropriate levels. It is anticipated that the amount of revenue needed will be lower due to the impact of the RTTT. With the accomplishment of strengthening the proficiency of both teachers and students the BPS district hope to attract external funding for future activities.</p>		

Competitive Preference Priority (10 total points)

	Available	Score
Competitive Preference Priority (10 total points)	10	10
<p>Competitive Preference Priority Reviewer Comments:</p> <p>The applicant competitive preference priority has met the criteria for the proposal.</p> <p>1. BPS has established coherent and sustainable partnerships with the following agencies; Community Resources-Child and Family Guidance Center of Bridgeport, The Optimus Health Care and Southwest Community Health Centers, The Greater Bridgeport Adolescent Pregnancy Program and the Family Services Woodfield.</p> <p>2. The population desired results presented in the plan are; 1. Educational-Children screened with the Brigance Inventory will reflect age appropriate developmental skills in speech and language, visual and gross motor, social-emotional and cognitive skills. 2. Family- Families will be better prepared to support their child's educational experience increasing their child's academic achievement. and, 3. Social-Emotional-Student's and families' needs will be identified and addressed with comprehensive services that will improve student functioning in social/emotional-behavioral domains as well as academic domains.</p> <p>3. a & b Historical data regarding the suspensions, serious incidents and graduation rates will serve as baselines for improvement measures against improvements in the aggregate across students, schools and grades. Performance on benchmarks, formative assessments and standard state measures of mastery will be reviewed at beginning of year, middle year and end-of-year for growth and improvement. SRBI assessments will identify those students struggling with significant challenges and in need of academic as well as behavioral and emotional assistance.</p> <p>c. PBIS specialists that are assigned to each school will provide training to teachers in universal level 1 PBIS interventions and targeted level II interventions for all students including students with disabilities and students who are ELL.</p> <p>4. Social-emotional services will be co-located in the schools. A shared data-platform will facilitate the integration of services and referrals.</p> <p>5. BPS will build capacity for staff in schools along with the PBIS specialist assigned to each school, a group of public and private sector Bridgeport leaders secured philanthropic resources from the GE Corporation and contracted for an analysis of child, family, educational, and economic data by zip code and census tract.</p> <p>5b. The identity and inventory of needs are collected through assessments and aggregated across the city as well as by zip code, block by block, providing the basis a segmentation analysis of the city. With this the identity of highest rates of pregnancy, non-English speakers, and available resources were revealed.</p> <p>5c. As a result of the analysis, neighborhoods that were experiencing greater distress were able to be identified. A community process that included stakeholders met to review results, develop plans to select and implement supports for the children and families of Bridgeport.</p> <p>5d. The parental involvement is a pivotal aspect of BPS. Community and school parent representatives are a part of Promise Neighborhood Planning Management Team. Through every planning process, the voices of parents are upfront and critical to</p>		

the development of the process. The proposal was developed with parental input not only from the groups alluded to, but in special focus groups.

6. The ambitious yet achievable performance measures have been identified in previous criteria.

Absolute Priority 1

	Available	Score
Absolute Priority 1	Met/Not Met	Met

Absolute Priority 1 Reviewer Comments:

Bridgeport Public Schools has established a well organized and comprehensive plan for Personalized Learning Environments in the presented proposal. The plan has established the foundation for the reform plan and provided sound documentation and support for implementation and sustainability throughout the time allowed for the grant. BPS recognized and identified in the early stages the challenges and prepared to face those challenges without impacting the classrooms or educators. Extensive professional development and continued collaboration among stakeholders proved to be a major factor in their district-wide change.

Total	210	188
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